

## Remote education provision: information for parents – Reception only

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Home Learning opportunities will be uploaded to Showbie for children and parents/carers to access.

In Reception, there will be a focus on phonics and early reading as well as all of the areas of learning. There will also be the opportunity for the collection of resources to use in the home together with a selection of Little Wandle phonics books and books that can be read for pleasure.

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example:

- Literacy will include videos of stories being read uploaded on Showbie
- Expressive Arts & Design will be more project based

### Remote teaching and study time each day

#### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	Activities across areas of learning will be provided but we recognise that the level of supervision and support required for Reception children is higher than KS1 into KS2.
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## Accessing remote education

### How will my child access any online remote education you are providing?

We will continue to utilise Showbie as our preferred method.

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We will prepare home learning packs which can be collected from outside the school office – these will include books and resources that are adapted to the needs of children as well as finding out from our families what they require to support them in the home.

We may offer families with the option to borrow devices and depending on the reasons for remote education and the anticipated length of time this will take place for; the issuing of additional devices with enabled internet connections should this be an option.

Submission of home learning can be via dropping off home packs when new packs are collected.

Phone calls home will also enable school staff to check in on our children's wellbeing and how they are getting on with the learning opportunities provided.

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching e.g. sharing a story and asking questions
- recorded teaching
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We invite parents, carers and families to engage with the learning opportunities that are provided in order to support their children to access learning time. It is important that parents and carers decide what routines that they can put in place that would best meet the needs of our individual children alongside the adapted provision we put in place.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

School staff will make regular phone calls to parents and carers to find out how their child is coping with the routines and learning opportunities at home. We aim to find out what is working well and what help and support is required to make the experience better.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

During the discussions described above, we will provide next steps for a child's development.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

We will adapt learning to individual children and utilise the information that we hold regarding how our children learn best. For some children; this will include a focus on speech and language and/or attention activities that can be carried out in the home at all times. There may also be the need for more focus on developing gross and/or fine motor skill development with items that can generally be found in the home e.g. tweezer work with peas. A core function will be developing basic skills such as writing their name, developing pencil grip, enjoying and taking part in familiar stories and nursery rhymes

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Home learning will continue to be uploaded on to Showbie and/or the offer of collection of home learning packs.